ANALYSIS OF IDIOMATIC EXPRESSIONS FOUND IN "THE INTERN" MOVIE DIALOGUES

Masta Artani Sari Damanik,Harpen H.P. Silitonga, Maria Olivia Christina Sianipar

Universitas HKBP Nommensen Medan

Email: masta.artanisaridamanik@student.uhn.ac.id, Harpensilitonga@uhn.ac.id,

maria.sianipar@uhn.ac.id

ABSTRACT

This study aimed to identify and classify the types of idiomatic expressions found in Ben Whittaker's and Jules Ostin's dialogues in "The Intern" movie and to analyze their contextual meanings and implications for listening comprehension. The research applied a qualitative descriptive method. The data consisted of idiomatic expressions found in the dialogues spoken by Ben Whittaker and Jules Ostin in "The Intern" (2015), while the source of data was the movie dialogues and English movie script. The data were collected through observation and documentation by watching the movie, examining the script, identifying idiomatic expressions, and organizing the data into a data table. The data were analyzed qualitatively by applying Fernando's (1996) classification of idiomatic expressions, which consists of Pure Idioms, Semi-Idioms, and Literal Idioms. The findings revealed that 29 idiomatic expressions were identified in Ben Whittaker's dialogues. Of the total data, 37 expressions were classified as Pure Idioms, 7 expressions as Semi-Idioms, and 5 expressions as Literal Idioms. Pure Idioms were the most dominant type because their meanings could not be directly understood from the literal meanings of their individual words. The analysis of contextual meanings showed that the intended meanings of idiomatic expressions depended on the situations, surrounding dialogues, and communicative purposes in which they were used. Furthermore, the findings indicated that idiomatic expressions have implications for listening comprehension because learners may experience difficulties when the contextual meanings of expressions differ significantly from their literal meanings. Pure Idioms may present the greatest challenge, while Literal Idioms may be comparatively easier to understand because their meanings are more transparent. Therefore, understanding idiomatic expressions requires learners to recognize them as complete expressions and use contextual information when interpreting spoken English.

Keywords: *idiomatic expressions, Pure Idioms, Semi-Idioms, Literal Idioms, contextual meaning, listening comprehension*

ABSTRAK

Penelitian ini bertujuan untuk mengidentifikasi dan mengklasifikasikan jenis-jenis ungkapan idiomatik yang ditemukan dalam dialog Ben Whittaker dalam film "The Intern" serta menganalisis makna kontekstual dan implikasinya terhadap pemahaman menyimak. Penelitian ini menggunakan metode deskriptif kualitatif. Data penelitian berupa ungkapan idiomatik yang ditemukan dalam dialog yang diucapkan oleh Ben Whittaker dalam film "The Intern" (2015), sedangkan sumber

data berasal dari dialog film dan skrip film berbahasa Inggris. Data dikumpulkan melalui observasi dan dokumentasi dengan menonton film, memeriksa skrip, mengidentifikasi ungkapan idiomatik, dan menyusun data ke dalam tabel penelitian. Data dianalisis secara kualitatif dengan menggunakan klasifikasi ungkapan idiomatik dari Fernando (1996), yang terdiri atas Pure Idiom, Semi-Idiom, dan Literal Idiom. Hasil penelitian menunjukkan bahwa ditemukan 29 ungkapan idiomatik dalam dialog Ben Whittaker. Dari keseluruhan data tersebut, 22 ungkapan diklasifikasikan sebagai Pure Idiom, 3 ungkapan sebagai Semi-Idiom, dan 4 ungkapan sebagai Literal Idiom. Pure Idiom merupakan jenis yang paling dominan karena maknanya tidak dapat dipahami secara langsung berdasarkan makna literal dari kata-kata penyusunnya. Analisis makna kontekstual menunjukkan bahwa makna yang dimaksud dalam ungkapan idiomatik bergantung pada situasi, dialog di sekitarnya, dan tujuan komunikatif dalam penggunaannya. Selain itu, hasil penelitian menunjukkan bahwa ungkapan idiomatik memiliki implikasi terhadap pemahaman menyimak karena siswa dapat mengalami kesulitan ketika makna kontekstual suatu ungkapan berbeda secara signifikan dari makna literalnya. Pure Idiom dapat menjadi jenis yang paling menantang, sedangkan Literal Idiom relatif lebih mudah dipahami karena memiliki hubungan makna yang lebih transparan. Oleh karena itu, pemahaman terhadap ungkapan idiomatik membutuhkan kemampuan untuk mengenali ungkapan sebagai satu kesatuan makna dan menggunakan konteks dalam menafsirkan bahasa Inggris lisan.

Kata Kunci: *ungkapan idiomatik, Pure Idiom, Semi-Idiom, Literal Idiom, makna kontekstual, pemahaman menyimak*

A. INTRODUCTION

The Background of the Study

Language plays a very important role in learning English because it serves as the primary means of conveying ideas, information, feelings, and opinions. In the context of English language education, students are not only required to master grammar and vocabulary, but must also be able to understand the meanings used in real-life communication. Understanding meaning is a crucial aspect for learners to use English appropriately according to the communication context Octavianna & Carolina Pakpahan, (2024) explains that language is a communication system used by humans to convey meaning and build social interactions. Therefore, English language learning cannot be separated from the ability to understand meaning in everyday language use.

In an effort to gain a deeper understanding of language use, English language learning is closely linked to the study of linguistics. Linguistics is the scientific study of language, including its structure, function, and use in human life. According to (Silitonga, 2024) states that linguistics examines how language is formed and used as a tool for communication within society. Linguistic studies encompass several branches of science, such as phonology, morphology, syntax, semantics, and pragmatics. Among these various branches, semantics is one of the most important fields in English language learning because it is directly related to understanding the meaning of an utterance or text.

Semantics is one of the fundamental branches of linguistics that studies meaning in language. Olivia & Sianipar, (2019) examines how meaning is expressed through words, phrases, clauses, and sentences and how it is interpreted by language users in different contexts. In English language learning, understanding semantics is essential because communication involves not only recognizing vocabulary and grammatical structures but also interpreting the intended meaning of an utterance. According to Rybá & Daly, n.d (2022) semantics is the systematic study of meaning in language, while Quini et al., (2024) states that meaning is central to human communication because speakers and listeners continuously interpret linguistic expressions based on context. Therefore, semantic competence enables English learners to understand both literal and non-literal meanings accurately.

One important aspect of semantics is figurative language, which refers to language whose intended meaning differs from the literal meaning of the words used. Figurative language is commonly found in everyday conversations, novels, songs, advertisements, speeches, and movies because it allows speakers to express ideas more vividly and naturally. Education et al., (2024)explains that figurative language enhances communication by conveying meanings creatively and contextually rather than literally. Consequently, understanding figurative language has become an important component of English learning because native speakers frequently employ figurative expressions in authentic communication.

Among the various types of figurative language, idiomatic expressions are regarded as one of the most difficult forms for English as a Foreign Language (EFL) learners. Idioms are fixed expressions whose meanings cannot generally be predicted from the meanings of the individual words. As a result, learners who translate idioms word by word often misunderstand the intended message. According to Fernando (1996), idiomatic expressions are classified into three categories: pure idioms, semi-idioms, and literal idioms. Pure idioms have meanings that are entirely different from the literal meanings of their constituent words. Semi-idioms combine literal and figurative meanings within one expression, whereas literal idioms retain meanings that are still closely related to their literal interpretations while functioning as conventional expressions. This classification provides a systematic framework for analysing idiomatic expressions from a semantic perspective.

The researcher is interested in investigating idiomatic expressions because they represent one of the major challenges faced by English learners. Although many students possess sufficient grammatical knowledge and vocabulary, they often experience difficulties understanding idiomatic expressions used by native speakers in authentic conversations. This problem affects learners' listening comprehension, speaking ability, and overall communicative competence because idioms frequently occur in real-life interactions. Therefore, studying idiomatic expressions is important not only for enriching semantic knowledge but also for helping learners understand authentic

English communication more effectively.

Movies provide one of the richest sources of authentic language for

studying idiomatic expressions because they present natural conversations in meaningful social contexts. Unlike textbooks, movies expose learners to real communication involving pronunciation, intonation, facial expressions, body language, and cultural aspects simultaneously. These features enable learners to understand how idiomatic expressions are naturally used by native speakers in everyday situations. Therefore, movie dialogues are considered an appropriate source of linguistic data for semantic research.

B. RESEARCH METHODOLOGY

Research Design

This study uses a qualitative research design with a qualitative content analysis approach. Qualitative research is appropriate for exploring and interpreting meanings contained in language through an in-depth analysis of textual data. According to Creswell et al., (2021), qualitative research is an approach that aims to explore and understand the meaning that individuals or groups ascribe to a social or human problem. Therefore, this approach is considered suitable for the present study because it focuses on analyzing idiomatic expressions found in "The Intern" movie dialogues.

The present study specifically employs qualitative content analysis as the research method. According to Schreier, n.d.(2012), qualitative content analysis is a systematic method for describing and interpreting qualitative data by categorizing the data according to predetermined criteria. This method enables the researcher to examine language data carefully and systematically in order to identify patterns, classify information, and interpret meanings.

In this study, qualitative content analysis is used to identify the idiomatic expressions appearing in "The Intern" movie dialogues. After identifying the data, the researcher classifies the idiomatic expressions into three categories, namely pure idioms, semi-idioms, and literal idioms based on Fernando's (1996) classification. Furthermore, the researcher analyzes the contextual meanings of the identified idiomatic expressions by considering the context in which they are used in the movie dialogues.

Data

The data of this study consist of idiomatic expressions found in the dialogues spoken by Ben Whittaker and Jules Ostin, the main character in "The Intern" (2015). The data include words, phrases, clauses, and sentences containing idiomatic meanings. These linguistic units are selected from Ben Whittaker's utterances throughout the movie and serve as the primary data of this study

Each identified idiomatic expression is classified into one of the three categories proposed by Fernando (1996), namely pure idioms, semi-idioms, and literal idioms. After the classification process, each idiomatic expression is analyzed to determine its contextual meaning based on the dialogue and communicative situation in which it is used.

Source of Data

The source of the data is "The Intern", a comedy-drama movie directed, written, and produced by Nancy Meyers and released by Warner Bros. Pictures in 2015. The movie has a duration of approximately 121 minutes and tells the story of Ben Whittaker, a 70-year-old widower who becomes a senior intern at an online fashion company. Throughout the story, the characters engage in authentic English conversations that naturally reflect daily communication in both professional and personal settings.

Classifying the Types of Idiomatic Expressions

The identified idiomatic expressions are classified into three categories based on Fernando's (1996) theory, namely "pure idioms", "semi-idioms", and "literal idioms". This classification was conducted to answer the first research question regarding the types of idiomatic expressions found in "The Intern" movie dialogues.

Analyzing the Contextual Meanings

Each idiomatic expression is analyzed by considering the context in which it was used in the movie dialogues. The analysis focuses on interpreting the contextual meaning of the idiomatic expression based on the communicative situation, the relationship between the speakers, and the context of the conversation. This step was conducted to answer the second research question of the study.

Presenting the Findings

The results of the analysis are presented in the form of tables and descriptive explanations. Each finding includes the dialogue, the type of idiomatic expression, its contextual meaning, and the interpretation of the data. The presentation of the findings facilitates a clear understanding of the research results.

Drawing Conclusions

Conclusions are drawn based on the results of the data analysis. The conclusions summarize the types of idiomatic expressions and their contextual meanings found in "The Intern" movie dialogues. Finally, the conclusions answer the research questions and achieve the objectives of the study.

C. DATA , DATA ANALYSIS, FINDINGS AND DISCCUSION

Data

This study analyzes idiomatic expressions found in the dialogues of "The Intern" (2015). The data consist of words, phrases, clauses, and sentences containing idiomatic expressions used in the movie dialogues. The analysis focuses on identifying and classifying the idiomatic expressions based on Fernando's (1996) classification and interpreting their meanings according to the context in which they are used.

The data were obtained from the English movie script and the dialogues in "The Intern". The researcher watched the movie repeatedly and examined the script to identify expressions that function as idiomatic expressions. The relevant data were then recorded in a data sheet for further analysis. The dialogue in the movie was compared with the script to ensure that the expressions selected for analysis corresponded to the conversations in the movie.

Based on the analysis, 49 idiomatic expressions were identified.

These expressions were classified into three types according to Fernando (1996), namely Pure Idiom, Semi-Idiom, and Literal Idiom. The data were further analyzed by considering their literal meanings, contextual meanings, and the reasons for their classification.

Data Analysis

The data analysis was conducted systematically by identifying, classifying, interpreting, and presenting the idiomatic expressions found in *The Intern*. Fernando's (1996) theory was used as the main framework for classifying the expressions into Pure Idioms, Semi-Idioms, and Literal Idioms. The contextual meaning of each expression was determined by considering the situation, surrounding dialogue, relationship between the speakers, and communicative purpose.

The results of the analysis are presented in tables containing the relevant dialogue, idiomatic expression, type of idiom, literal meaning, contextual meaning, and reason for classification. This presentation helps show the relationship between the form of the expression and the meaning conveyed in the movie.

Besead on the results for the table 4.1 above presents the analysis of idiomatic expressions found in the dialogues of "The Intern" movie. The table consists of 49 data identified from the dialogues of Ben and Jules. Each data is presented with the original dialogue from the script, the classification of the idiomatic expression based on Fernando's (1996) theory, and the reason for the classification. According to Fernando (1996), idiomatic expressions are classified into three types: Pure Idiom, Semi-Idiom, and Literal Idiom.

The analysis shows that the idiomatic expressions found in the movie have different levels of transparency between their literal and contextual meanings. Pure Idioms are expressions whose meanings cannot be understood directly from the meanings of their individual words. For example, the expression playing hooky is used by Ben when describing his experience after retirement. The expression means being absent from an expected activity and does not refer to the literal meaning of the words playing and hooky. Therefore, it is classified as a Pure Idiom. Another example is a piece of cake, which means that something is very easy rather than referring to an actual piece of cake.

The second type is Semi-Idiom. This type has a meaning that is partly related to the literal meanings of its components, while the expression as a whole has a conventional meaning in the context. For instance, out of the corner of my eye contains the literal word eye, but the expression is used to mean noticing something peripherally. Similarly, take that one off your plate retains the literal image of taking something from a plate, but in the dialogue it refers to removing a burden or responsibility. These expressions are therefore classified as Semi-Idioms because their meanings are partly transparent and partly non-literal.

The third type is Literal Idiom. This type has a meaning that remains relatively transparent from the meanings of its constituent words, although the expression functions as a conventional expression in the dialogue. For example, Love and work is classified as a Literal Idiom because its meaning can be understood from the individual words that form the expression. Other examples found in

the data are back in action, better late than never, and loud and clear. These expressions maintain a relatively clear relationship between their literal components and their overall meaning.

The data also indicate that idiomatic expressions are used in various conversational contexts in the movie. Ben uses expressions such as time on my hands, take a rain check, fire away, over the hump, pull it together, and having a ball to express ideas related to retirement, daily activities, work, emotions, and social interactions. For example, time on my hands refers to having free time, while having a ball means having an enjoyable time. The use of these expressions allows the characters to communicate their intended meanings naturally within the conversations.

The idiomatic expressions in Jules's dialogues also occur in various contexts, particularly those related to work, relationships, decisions, and personal situations. Expressions such as sleep on it, take the day off, good fit, hang on, and on top of that demonstrate the use of idiomatic expressions in everyday communication. For example, sleep on it means delaying a decision for further consideration, while good fit refers to compatibility with a person or situation.

Furthermore, some expressions describe difficult experiences and changes in personal relationships. The expressions left behind, going through so much, and moving through it are used to describe situations involving difficulties, neglect, and the process of dealing with problems. These examples show that the meaning of an idiomatic expression is closely related to the context in which it is used. Therefore, identifying the meaning of an idiom requires not only examining its individual words but also considering the meaning of the expression within the dialogue.

Based on the analysis, the 49 idiomatic expressions demonstrate that idioms are used as an important part of the characters' everyday conversations in "The Intern". The expressions represent different meanings and conversational situations, including work, daily activities, emotions, relationships, decisions, and personal experiences. The classification based on Fernando's (1996) theory shows that the expressions differ in the relationship between their literal components and their overall meanings. Thus, the analysis of the 49 data provides a clear description of how Pure Idioms, Semi-Idioms, and Literal Idioms are found and used in the dialogues of "The Intern" movie.

Classification of Idiomatic Expressions

The idiomatic expressions found in "The Intern" movie dialogues were identified and classified based on Fernando's (1996) theory. In this study, the classification was conducted through qualitative content analysis by examining the meaning, characteristics, and context of each idiomatic expression. The classification was not intended to measure the data statistically, but to describe and interpret the types of idiomatic expressions found in the movie dialogues.

Fernando (1996) divides idiomatic expressions into three types: Pure Idioms, Semi-Idioms, and Literal Idioms. A Pure Idiom is an expression whose overall meaning cannot be directly understood from the literal meanings of its individual words. Therefore, the meaning of a Pure

Idiom needs to be understood as a whole and interpreted according to its context. A Semi-Idiom is an expression that contains both literal and idiomatic elements. Some words in the expression may still maintain their literal meanings, while the expression as a whole conveys a conventional or non-literal meaning. In contrast, a Literal Idiom has a more transparent meaning because its overall meaning remains closely related to the literal meanings of its individual components.

Literal and Contextual Meanings of Idiomatic Expressions

This section presents the literal and contextual meanings of the idiomatic expressions found in "The Intern" movie dialogues. The analysis focuses on how the meaning of each expression changes or differs when it is used in a particular context. The literal meaning refers to the direct meaning of the words that form the expression, while the contextual meaning refers to the intended meaning of the expression based on the situation and dialogue in the movie.

Understanding both meanings is important because an idiomatic expression often cannot be interpreted correctly by considering the literal meaning of its individual words alone. The context helps explain the meaning intended by the speaker and supports the classification of the expressions according to Fernando's (1996) theory.

The analysis of the 49 idiomatic expressions is presented in the following table. Each expression is examined by comparing its literal meaning with its contextual meaning in the dialogue.

Findings

The findings of this study were obtained from the analysis of idiomatic expressions found in the dialogues of "The Intern". In this study, the data analyzed were limited to the dialogues spoken by Ben and Jules, who are the main characters in "The Intern". This limitation was applied to make the analysis more focused and consistent with the scope of the study.

The analysis was conducted based on Fernando's (1996) theory, which classifies idiomatic expressions into three types: Pure Idioms, Semi-Idioms, and Literal Idioms. The findings show that all three types of idiomatic expressions were identified in the dialogues of Ben and Jules. A total of 49 idiomatic expressions were identified and classified from the dialogues selected as the research data. The classification was conducted by examining the relationship between the literal meanings of the words forming each expression and the intended meaning within the dialogue context. Therefore, each expression was analyzed not only based on its linguistic form but also on how it was used in the conversations between Ben and Jules.

The analysis shows that the meaning of an idiomatic expression cannot always be understood from the individual words that form it. Some expressions have contextual meanings that differ from their literal meanings. For example, *playing hooky* does not literally refer to playing with a hook. In the dialogue, it refers to being absent from an expected activity without permission. Similarly, *take a rain check* does not literally refer to taking something related to rain, but is used to express postponing an invitation or activity to another time.

In addition, some expressions have meanings that remain relatively close to their literal meanings. Expressions such as *better late than never* and *come back to work* can be understood more easily because their contextual meanings are closely related to their literal components. This difference demonstrates the importance of the dialogue context in identifying and interpreting idiomatic expressions used by Ben and Jules.

Overall, the findings show that the idiomatic expressions used by Ben and Jules in "The Intern*"* have various forms and meanings. The classification based on Fernando's (1996) theory, together with the analysis of literal and contextual meanings, provides an understanding of how idiomatic expressions are used in the dialogues of the two main characters. Limiting the data to Ben and Jules also helps maintain the focus of the study on idiomatic expressions used in the interactions between the two main characters in the

Discussion

The findings of this study show that 49 idiomatic expressions were identified in the dialogues of Ben and Jules in "The Intern*"*. Based on Fernando's (1996) theory, the data were classified into three types: Pure Idiom, Semi-Idiom, and Literal Idiom. The classification was based on the relationship between the literal meaning of the words and the meaning expressed in the dialogue context.

The most frequently found type was Pure Idiom, with 37 expressions. This result shows that most of the idiomatic expressions used by Ben and Jules have meanings that cannot be directly understood from their individual words. For example, playing hooky refers to being absent from an expected activity without permission. Its meaning cannot be understood from the literal meaning of the words. This finding is consistent with Fernando's (1996) explanation that Pure Idioms have meanings that cannot be directly predicted from their individual components.

D. CONCLUSIONS AND SUGGESTIONS

Conclusions

Based on the findings and discussion presented in the previous chapter, this research analyzed idiomatic expressions found in Ben Whittaker's and Jules Ostin's dialogues in "The Intern" movie. The data were limited to the dialogues spoken by Ben Whittaker and Jules Ostin as the selected main character. The analysis was conducted using Fernando's (1996) classification of idiomatic expressions, which consists of three types: Pure Idiom, Semi-Idiom, and Literal Idiom. The analysis also considered the contextual meaning of each expression based on the situation in which the expression was used.

The first research question concerns the types of idiomatic expressions found in "The Intern*"*. The analysis shows that three types of idiomatic expressions proposed by Fernando (1996) were found in the dialogues of Ben and Jules: Pure Idiom, Semi-Idiom, and Literal Idiom. From the 49 idiomatic expressions analyzed, Pure Idioms were the most frequently identified, followed by Semi-Idioms and Literal Idioms. This finding indicates that the dialogues contain different types of idiomatic expressions with different relationships between their literal and intended meanings.

The second research question concerns the meanings of idiomatic expressions in context. The findings

show that the meaning of an idiomatic expression cannot always be determined from the literal meaning of its individual words. The intended meaning is influenced by the context, situation, and surrounding dialogue in which the expression is used. Therefore, understanding the context is essential for interpreting idiomatic expressions accurately, particularly when the contextual meaning differs from the literal meaning.

The third research question concerns the implications of idiomatic expressions for listening comprehension. The findings indicate that idiomatic expressions can present challenges for listeners because their intended meanings are not always predictable from the individual words. Listeners need to understand the expression as a whole and pay attention to the context and situation of the conversation. Exposure to idiomatic expressions through authentic audiovisual materials, such as "The Intern", can provide learners with opportunities to recognize and understand idiomatic expressions in natural spoken English.

5.2 Suggestions

Based on the conclusions of this study, several suggestions can be proposed.

1) For English Learners

English learners are encouraged to develop greater awareness of idiomatic expressions because understanding spoken English involves ore than recognizing individual vocabulary items. Learners should pay attention to the meaning of expressions as complete units and consider the context in which they are used. When encountering unfamiliar idioms, learners should avoid relying exclusively on literal meanings and instead use the surrounding dialogue and situation as clues to determine the intended meaning.

2). For English Teachers

English teachers may consider incorporating idiomatic expressions into listening activities, particularly through authentic audiovisual materials such as movies. Teachers can introduce idioms together with their literal meanings, contextual meanings, and examples of actual usage. Such activities may help learners understand that the meaning of an expression is not always equivalent to the combined meanings of its individual words. Movies can also be used as supplementary materials to expose learners to naturally occurring English expressions. Teachers may select appropriate dialogue excerpts and ask students to identify unfamiliar expressions, infer their meanings from context, and discuss how the expressions function in communication.

REFERENCES

A Semiotic Analysis of Oppenheimer Movie Using. (2025).

A Study of Idioms Found In Freedom Writers Movie Lely Oktaviani,. (n.d.). 241–253.

Analysis, A. N., Idiom, O. F., & Subtitles, M. (2017). *An Analysis of Idiom Translation*.

Charita, P. M., Sama, G., Kara, Y. M. D. K., & Roni, M. (2026). *The Translation Strategy of Idiomatic Expressions in The Intern Film Subtitle*. *12*, 50–63.

Creswell, C., Nauta, M. H., Hudson, J. L., March, S., Reardon, T., Arendt, K., Bodden, D., Cobham, V. E., Donovan, C., Halldorsson, B., Ishikawa, S., Johnsen, D. B., Jong, R. De, Kreuze, L., Mobach, L., Rapee,

R. M., Spence, S. H., Thastum, M., Wergeland, G. J., … Kendall, P. C. (2021). *Research Review : Recommendations for reporting on treatment trials for child and adolescent anxiety disorders – an international consensus statement*. *3*, 255–269. https://doi.org/10.1111/jcpp.13283

Dewi, T., & Taloko, P. (2024). *Idioms in the Series of " Gossip Girl Season 4 ": Semantics Study*. *10*(1), 109–119.

Education, E. (2021). *No Title*. *5*(4), 594–608.

Education, E. L., Training, T., Faculty, E., & Muhammadiyah, U. (2024). *Investigating The Use And Semantic Interpretation of Figurative Language in EFL Students' Literary Work*. *12*(3), 1159–1168.

Finnegan, A. C. (2022). *Growing Up White Saviors*. *16*(3), 617–636. https://doi.org/10.1177/19367244221082023

Fulfillment, P. (2022). *A Figurative Language Analysis On Berton*.

Hardiah, M. (n.d.). *No Title*. *C*, 72–88.

Juni, N., Kurniawan, I. K. A., Sudipa, I. N., & Indriani, K. S. (2024). *Indonesian Journal of Science , The Translation Of Idioms In The Netflix Subtitle Of The Film Notting Hill*. *2*(1), 19–24.

Languages, E., & Studies, T. (2022). *Linguistics and English Languages Teaching Studies*. *3*(2), 1–15.

Latif, B., & Shayma, M. (2014). *A Pragmatic Study of Overstatement in Kurdish Proverbs*. 45–71. https://doi.org/10.26750/Vol(10).No(3).Paper3

Mustika, S. T. (2026). *An Analysis of The Translation of Idioms from English to Indonesian in The Film Stranger Things*. *2*(1), 44–51.

No Title. (2024).

Octavianna, Y., & Carolina Pakpahan. (2024). The Texts Flow Structure of students' English speech Performance in the Seminar Course on ELT (Anthropolinguiistics approach). *Academic Journal Perspective : Education, Language, and Literature*, *11*(1), 54–69. https://doi.org/10.33603/xsqh8e22

Of, J., & Education, L. (2019). A Study of *Listening Skills Through Movie : 1*(2), 158–168.

Of, J., & Social, C. (2024). *Journal of contemporary social sciences and humanities*. *0541*(0).

Olivia, M., & Sianipar, C. (2019). *An Analysis of Grammatical Metaphor Representation and Transgrammatical Semantic Domains in Narrative Text Entitled Three Fishes*. *2*(2), 15–29.

Plagiat merupakan tindakan tidak terpuji. (1984). 8–9.

Purwanto, M. B. (2023). Research and Development: *As The Primary Alternnative to Educational 8*(1). https://doi.org/10.37110/jell.v8i1.172

Quini, D., Ernanto, H., Destari, D., & Komariah, A. (2024). *El-*

Syaker : Samarinda International Journal of Language Studies Analysis of Speech Acts in Natasha Berg ' s Presentation on ChatGPT : A Pragmatic Examination Drawing From Searle and Yule ' s Theory. *1*(3), 146–159.

Rybá, M., & Daly, I. (n.d.). *Neural decoding of semantic concepts : a systematic literature review Neural decoding of semantic concepts : a systematic literature review*.

Schreier, M. (n.d.). *Qualitative Content Analysis in Practice*.

Semantics, I. E., Language, E., Kreidler, C. W., Semantics, I. E., Semantics, I. E., Kreidler, C. W., & Pronunciation, T. (2002). *Introducing English Semantics, Kreidler.pdf*.

Shen, T. (n.d.). *Grounded Theory Coding Quality Assurance Methods*. *February 2025*, 1–15. https://doi.org/10.71290/mi01010001

Silitonga, H. H. . (2024). Realization of logical meaning in Christian and Moslem Debate on Soco Films. *JETAL: Journal of English Teaching & Applied Linguistic*, *6*(1), 53–57. https://doi.org/10.36655/jetal.v6i1.1598

Stylistic, A. (2002). *CHAPTER II*. 8–32.

Sugiarto, A., Situngkir, F., & Manullang, N. G. (2023). *Exploring Idioms in the Movie Script of " Moana " by Ron Clements and John Musker*. *2*(2), 64–73.

Tadris, E., & Program, S. (2025). *The analysis of translation techniques of irony on "the subtle art of not giving a fck."*

Thesis, T., & Education, E. (2025). *Analysis of expressions containing hyperbole in video motivational on youtube*.

Zaman, M., Wasim, U., & Chandio, A. A. (2025). *Social science review archives*. *2016*, 2163–2173.